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ABSTRACT

Presented in this paper is an outline of the policy at Evergreen State College concerning faculty evaluation, faculty reappointment or nonreappointment, and program review and institutional self-study. Within the policy is the belief that the principles governing academic freedom and faculty responsibility at Evergreen must apply to all members of the faculty and not just to senior members in some instances and junior members in other instances. The college: (1) intends to encourage and reward a professional kind of cooperation among faculty that in turn will produce a spirit that will allow strengths and special talents to be shared, and weaknesses and special handicaps remedied, by mature confrontation and mutual help; (2) is agreed that the single most crucial factor regarding the ultimate effectiveness or ineffectiveness of the educational programs will be the relative vitality of faculty seminars; (3) expects all faculty members to lead seminars outside their areas of primary expertise; (4) expects all faculty members to alternate between the 2 major instructional modes,-coordinated studies and contracted studies; and (5) will decide on faculty reappointment and nonreappointment after consideration of records of achievement, or the lack of such records. (HS)

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ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

We believe that the principles governing academic freedom and faculty responsibility at Evergreen must apply to all members of the faculty and not just to senior members in some instances and junior members in other instances. Furthermore, we believe that both of these important sets of issues should be defined in Evergreen's specific terms:

1. We intend to encourage and reward a professional kind of cooperation among faculty that in turn will produce an esprit which will allow strengths and special talents to be shared, and weaknesses and special handicaps remedied, by mature confrontation and mutual help.

2. We are agreed that the single most crucial factor regarding the ultimate effectiveness or ineffectiveness of our educational programs will be the relative vitality of our faculty seminars.

3. We shall expect all faculty members to lead seminars outside their areas of primary expertise.

4. We shall expect all faculty members to alternate between our two major instructional modes, Coordinated Studies and Contracted Studies.

5. Decisions concerning faculty reappointment and non-reappointment will be guided by records of achievement, or the lack of such records.

FACULTY EVALUATION

Faculty evaluation at Evergreen should become a pleasure rather than a chore. The primary purpose of Evergreen's faculty evaluation procedures is to provide reinforcement and continuous feedback in respect to each faculty member's commitment to the teaching arts, the basis on which all Evergreen faculty appointments are made.

Unfortunately, most institutions of higher education make little provision for learning the art of teaching. With only the rarest of exceptions, American colleges have no real apprentice system for developing the teacher's craft. The assistant professor is not associated with the full professor in the enterprise of teaching. Junior professors are simply paid less and have less power in their departments. In the meantime they are busy publishing, or worrying about not publishing. Their seniors do not help them learn to teach. There is no reason why this should continue. Evergreen must provide members of its faculty with opportunities to learn to teach, to experiment, to acquire intellectual breadth and depth, and to get acquainted with students free from the usual constraints of specialized discipline and department.

Because of the unique structure of the college, the faculty member will learn to do things he would never feel free to try in a discipline-bound department.

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Moreover, he will have the experienced staff to lean on for advice and assistance. They will provide a reservoir of experience in small-group teaching.

A portfolio will be kept by each faculty member at Evergreen (similar in concept and content to the student's portfolio) that will contain examples and samples of his work as a scholar teaching; such as audio and video tapes, journal entries, letters and memos, student letters, program proposals, major faculty seminar contributions, evaluations by students, colleagues and coordinators, self-studies and reports; in short, more the materials for an autobiography than a personnel folder.

We wish to restate our beliefs that, if Evergreen is going to emphasize new and better ways of learning, then ways and means of helping its teachers to help each other learn to teach must be an explicit part of the system. Therefore, the keeping of faculty portfolios should be a continuing consideration of the weekly faculty seminars.

Well-designed programs will come to nothing unless we can help each other discover and perfect the art of teaching. Every dean and coordinator will be charged with the responsibility of helping each member of his faculty in this very difficult but exciting enterprise.

REAPPOINTMENT

Reappointment decisions will be guided by considerations of the extent to which evaluations by colleagues and students demonstrate at the end of each review period:

1. Continued outstanding ability or growth in ability to participate in faculty seminars; and

2. Continued outstanding ability or growth in ability to teach through Coordinated Studies seminar leadership; and

3. Continued outstanding ability or growth in ability to direct Contracted Studies, field programs, or internships.

Of course, each of the above presumes continued scholarly development.

Consideration for reappointment will also include attention to:

1. Continued outstanding ability or growth in ability to organize and direct programmed learning systems; or

2. Continued outstanding ability or growth in ability to organize and offer public lectures, shows, concerts and other significant educational events; or

3. Continued service to the institution.

NON-REAPPOINTMENT

We subscribe to the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure as modified by the following provisions designed to tailor this statement to our specific educational objectives:

1. It is the policy of The Evergreen State College that no faculty member will be separated from the college because of written or spoken views, within the limitations of the First Amendment.

2. Except for temporary appointments, notification of non-retention after any period of service must be accompanied by a statement of the reasons upon which the decision not to reappoint was based. The faculty member to be terminated shall receive the statement of reasons with notice of termination no later than one calendar year prior to the normal termination of his existing contract. The usual contract is for three years.

3. Any of the following shall be considered sufficient reason for non-retention after any period of service:

   a. Lack of evidence of continuing professional development in teaching, scholarship and college service, as defined in the sections on faculty evaluation and reappointment.

   b. Unwillingness or inability to assume responsibilities in both Coordinated Studies and Contracted Studies teaching modes.

   c. Failure to produce a faculty portfolio as defined in the section on faculty evaluation.

   d. Violation of a faculty team agreement or covenant.

   e. Failure to participate in Coordinated Studies and Contracted Studies faculty seminars.

4. A person whose contract is not being renewed shall have access to the following adjudicative procedure, which in all cases is the decision of the aggrieved faculty member to request within 60 days of receipt of the notice of non-reappointment, and in which it is assumed the burden of proof lies with the institution:

   The faculty member and the institution will each select two representatives from within the college to reflect the opinions of the two sides in dispute. The four members of this ad hoc committee will select an impartial fifth person from inside or outside the college to act as judge. After consultation, investigation and hearings, the decision of the judge will be binding on both sides. The hearing must begin as soon as possible after the faculty member formally requests it, and in no case more than two weeks thereafter. In cases of failure to meet this deadline, a hearing officer will be chosen at random, by the

Chairman of the Board of Trustees in a public meeting, from a list of three persons agreed upon in advance between a faculty task force and the trustees. The potential hearing officers will serve staggered terms of no longer than three years.

[Certain violations of the Community Code of Conduct may be cause for dismissal or a variety of sanctions. In such cases the faculty member will have access to the all-college grievance procedures developed by the Committee on Governance. Both the Community Code of Conduct and appropriate sanctions will be developed by the all-college Committee on Governance.]

PROGRAM REVIEW AND INSTITUTIONAL SELF-STUDY

The accumulation of student and faculty portfolios will provide both faculty and academic administrators with a continually updated profile of the academic program.

The activities of whole Coordinated and Contracted Studies teams will be continually evaluated through (a) weekly staff meetings, drawing upon student reactions; (b) the involvement of academic administrators in teams as part-time members or frequent visitors; and (c) conversations between coordinators and the academic deans. Coordinated Studies activities will also be finally evaluated through (a) submission to the Library of "anthologies" representing what the groups have produced; (b) the holding of concluding "festivals" which will present to the larger college community the best of what each group has done; and (c) end-of-project reports submitted by coordinators to the Provost's Council.

Once we have some solid experience, Evergreen will gradually develop its own large-scale evaluation procedures, designed to assess the academic program and its long-term impact upon students. The college will also question its alumni on a continuous basis to determine whether our procedures have indeed been useful to graduates as they assume their places in society.

From the individual portfolios, through group reports and presentations, to larger surveys, the entire college will be committed to continuous self-study, evaluation, and improvement. The academic deans will conduct a regular forum that will provide opportunities for articulating what faculty members have learned about themselves and about the college as a whole.

Adopted by the Board of Trustees of The Evergreen State College
in its meeting of November 18, 1971.